



**The Vocabulary of High School Latin: Being the  
Vocabulary of Caesar's Gallic War, Books I-V;  
Cicero Against Catiline, on Pompey's Command,  
for the ... Alphabetically and in the Order of  
Occurrence**

*Gonzalez Lodge*

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Excerpt from *The Vocabulary of High School Latin: Being the Vocabulary of Caesar's Gallic War, Books I-V; Cicero Against Catiline, on Pompey's Command, for the Poet Archias; Vergil's Æneid, Books I-Vi; Arranged Alphabetically and in the Order of Occurrence*

The trend of thought during the last thirty years with regard to the teaching of Latin has been steadily in the direction of greater simplification in requirements. The beginner's books have become more and more books introductory to the study of Caesar. All unessentials in form and syntax have been rigidly excluded; the vocabulary, likewise, has been taken almost entirely from Caesar and has been steadily restricted in amount. It may be said without fear of rebuke that the aim of the first-year work in Latin has become more and more definite. During the subsequent years this principle of definiteness in requirement has not been kept so closely in view, and in one respect particularly there has been no evidence of progress, namely in the treatment of vocabulary. And yet without a knowledge of words reading is impossible. President Butler in *The Meaning of Education*, p. 175, says: "The proper aim of classical instruction at this period [he is referring to the secondary schools] is stated with clearness and force... by the Prussian Minister of Public Instruction... 'So far as the end to be attained by a knowledge of language is concerned, it is hardly necessary to adduce arguments to justify the proposition that the acquisition of a vocabulary is of at least as much importance as familiarity with grammatical details. For it is just by means of this vocabulary that satisfaction is gained as facility in reading is acquired; by means of it, too, interest in reading extends beyond the period of school life.'"

But the acquisition of vocabulary presupposes a knowledge of what vocabulary is of most value, and it is in this that our teaching has been handicapped up to the present time. Nearly a century ago Professor Fleckeisen prepared a Latin vocabulary arranged in five groups according to the frequency of occurrence, and that book is still in use in Germany and elsewhere. There have been other similar attempts, but little has been done in this country until very recently.

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